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The Editors Say:

Comes from the press another JOURNAL, its contents gathered from many different sources for your enjoyment, stimulation, encouragement and—oh, a lot of things.

This March Number brings you an exposure by Louis Foley of rhetorical shamming; a summing up of teachers' testimony in the case of Worried Adults *vs.* the Exhibitors of Quiz Kids—with a plea for increased consideration of intellectually gifted children; a defense of State Universities against the charge that they are Godless; a seasoned teacher's outburst of what he would like to say to that new teacher, just out of pedagogics and now rigidly clutching the handle bars of his first job; an indictment of the so-called "passing mark"; and a familiar scene in a principal's office as Johnnie's mother comes to champion his right to pass. These and many other messages on many different phases of that challenging problem known as education await you in the pages that follow.

We like to think of this JOURNAL as something that helps each reader to gain perspective on his own part in education—to see the whole task as an immense and many-sided one at which many men and women besides himself are toiling with energy, intelligence and endless faith.

Our subscription department asks us to thank all those subscribers who responded so promptly to the renewal notices recently sent out and to express the hope that any subscribers whose renewals are now due—or possibly overdue—will mail their remittances as soon as possible.

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Editorials

Pulling with Our Allies

Wars like politics, make strange bedfellows. We do not have to like everything about our allies merely because we and they are fighting unitedly in a common struggle. China, Britain, Soviet Russia—each in varying degree has characteristics that, in ordinary times, do not wholly suit us. By the same token there are things about us that they do not like. China, for example, has had good reason to believe we were short-sighted and commercial in selling Japan everything she wanted for building up her war machine, so long as we thought it would not be used against ourselves.

The immediate need, however, is for united effort, not for fault-finding or alarm-spreading with regard to possible post-war rivalries and dissensions.

The loss of Singapore showed up some appalling weaknesses in Britain's imperial policy and military performance. But so did Pearl Harbor teach some sad lessons to the United States. The British will take their own lessons to heart, just as we take ours.

Insinuations in some quarters here that "the English will fight to the last American," are a help to the enemy, even if they were true, which they are not.

Does the whisper go around that Russia will double-cross us? As an exponent of communism, it is impossible to say what Russia may intend to do when the war is over. But Soviet Russia, as a world power, displayed more vision and firmness against aggression when the League of Nations could still have acted than did any of the other great powers. The Red Army today does not act like an army that will stop until Hitler is shorn of strength completely. Recent statements of Stalin and Litvinoff have expressed a common aim with our own.

Whatever the future may bring, our allies are our allies today. We may well be grateful that we have them. Slandering them will do the common cause no good.

Broaden the Schools of Education

The commonly held concept of education is much too narrow. The average adult, like the average child, thinks of education as synonymous with school but professional educators know this is not the case.

A good place for recognition of the broader aspects of education to start from is the university. The graduate school of education might well provide not only for those expecting to teach and to administer instruction, but also for those who will engage in other kinds of work having to do with education—occupations vested with an educational responsibility. Here, for example, is the reasonable place in the university for the study of journalism, of writing for publication, for radio or for motion pictures. Since, moreover, the business executives and managers of radio, motion pictures and publishing houses especially need to regard these enterprises as public services involving educational responsibilities, studies of business methods and managerial policies in these influential fields all come within the scope of the school of education, broadly conceived as a locus of learning for all who directly share in the educational function.

The Race with Time

Defeats, even if we know they are but temporary, are a heavy blow to American pride. Moreover, every foot of ground lost to the enemy during the present onrush makes it that much more costly to win the final victory which must be won if the world is ever again to become safe for self-respecting peoples to live in.

We need a repetition of the Joshua miracle—the day when that devoted warrior commanded the sun and the moon to stand still in the heavens while he finished a battle, and the heavenly bodies accommodated him. Whether we agree with those liberal commentators who think time halted for Joshua merely in the sense that everything went smoothly for his side and he was thus enabled to do the seemingly impossible in a single day—or whether we take the literal view of an exception in his favor by the solar system—the situation that confronts the United States and its allies right now is one that can best be dealt with by the utmost utilization of every hour and minute. The tide of battle will be against us until, by redoubled and concerted efforts, this mighty nation attains its full power to "fly high and strike hard," as President Roosevelt reminds us that the eagle does.

The hours we save now will save us days and weeks of fighting later in the war—yes, and thousands of lives, as well. What one of us has not already some one's life at stake that makes the war come home to us? We are told that only twenty per cent of the American public is fully awake to our being in the war. This would mean that four-fifths of us are failing to do our part in the united effort now demanded of us. Such an estimate seems open to challenge. Each one of us can do something toward disproving it.

Assimilating Our Aliens

The newly organized National Citizenship Education program is about to tackle the titanic task of preparing our alien population of five million for citizenship.

Heading the NCEP is Dean William F. Russell of Teachers College, Columbia University. A grant of $14,000,000 from the WPA will provide the costs of administration and instruction.

The U. S. Office of Education and the Immigration and Naturalization Service of the Department of Justice will cooperate with state and local educational officers and a variety of voluntary groups in carrying out the project.

The five million aliens who registered a few months ago represent a very sizeable remnant of unassimilated persons most of them doing useful work and living harmlessly in their neighborhoods—chiefly industrial centers. But insofar as they lack understanding of America and the loyalty that generally comes from such understanding, they are susceptible to hostile propaganda.

It is gratifying to learn that an intensive effort is thus underway to reach large numbers of alien residents with opportunities to learn English and the meaning of American institutions and ideals. War stirs the nation to do many things that ought to have been done sooner.

Will College Years Be "Telescoped"?

Which of the many changes wrought by this war will remain in the peace that follows? Dr. Walter A. Jessup, president of the Carnegie Foundation for the Advancement of Teaching, feels certain of one thing. "We must be prepared," he writes, "to see the American four-year college course ultimately telescoped to three years for all admitted students."

Speed-up courses are in vogue today throughout many of our colleges, to enable young men to enter the armed services or other needful occupations at the earliest possible moment. When the reasons for such haste are removed, courses may expand—and vacations also—to their former lengths.

It is nevertheless a fact that forces have long been at work toward reduction of the four-year period which custom has decreed for procuring a bachelor's degree in arts or science. Today there are many reputable colleges of the four-year type where the diligent student may earn his degree in three years. The University of Chicago has pioneered in trying to do the job in only two years—and is having a fight with the more regular institutions, which naturally claim it can't be done.

The rapid rise of the two-year junior college is a warning that cannot be ignored.

The handwriting on the wall may not be easy to decipher, but it does portend something by way of readjustment in the four-year colleges. The idea of spending four years in college and then having to attend a school of shorthand or accounting or mechanics before one can obtain employment had already lost much of its popularity before this war started. College leadership that is wise will give serious heed to the implications of this unbending fact.

Capitalism in Radio

Those Americans who look askance at capitalism must often register an inward protest as they turn on their radios. For radio in the United States is a veritable child of capitalism. Like all strictly modern children, radio relies entirely upon the parent for support. Not only does capitalism support, it also guides each step that radio takes.

The entire background of radio is capitalistic, commercial and competitive. The profit motive rears its head every few minutes.

Yet our broadcasts are the most interesting, most varied, most enlivening and most worthwhile that go out over the air in any country of the globe. They can be made still better.

There is a parallel here with capitalism itself. Even though it is the best system anywhere in the world it likewise needs improvement.

Too Little and Too Much

How much news of the nation's military and naval activities should be given to the public? How much and what should be hidden? The formula is more easily stated than put into practice. The public should be informed of everything, good or ill, except what the enemy does not know and would like to learn.

What really determines the news we receive, however, is the resultant of a tug of war between reluctant official information services on the one hand and zealous news men on the other.

The official communiques tell too little.

Many news men, on the other hand, go dangerously near to giving information to the enemy. A favorite pattern right now is to expose the vulnerable points in our home defenses: here a metropolitan water system that could be blown up or poisoned quite simply; there an insufficiently guarded munitions plant, army base, or liner undergoing repairs. True any or all such facts may be known to the enemy. But there are always cranks and would-be "heroes."

Our officials err on the side of caution and thus risk the loss of public confidence.

Our news men of press and radio, deeming it the only way to awaken officialdom to protect certain danger spots, make the danger even more acute.

A better balance between these two news-pulls is greatly needed.

How Some People "Get Literary"

LOUIS FOLEY
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Some of the most ridiculous errors of grammar are the result of an effort to be "elegant."

TRUE literary art is the skilful use of the tools and devices of language to produce an effect which the artist has preconceived and is knowingly working towards. Many people, however, do not understand the process in that way. It seems to them quite a superficial thing, mainly a matter of putting on "fancy touches" here and there, instead of expressing oneself in what they would consider a "natural" manner.

This misguided notion of "literary style" shows its results on different levels, in many kinds of writing, and also in common speech. Some of the most ridiculous and most annoying errors of grammar are precisely the result of an unintelligent effort to be "elegant" or "high-toned", without having any real sense of *structure* or of what the thing is all about.

This is what we can perceive in not-uncommon grammatical absurdities such as "between you and *I*", "They invited *she* and *I*", or "He felt *badly*." So in business correspondence or in formal announcements one frequently sees a simple, natural, and grammatically correct expression replaced by a cumbersomely wordy locution which does not fit coherently into the structure of the sentence at all. In newspaper writing, it seems to be the usual thing to substitute "prior to", quite ungrammatically, for *before*. With similar disregard for sentence-structure, "relative to" is substituted for *about*, and "due to the fact that" for *because* or *since*. It seems a reasonable supposition that the widespread confusion of the practically opposite verbs *compose* and *comprise* comes from the feeling that "comprise" is merely a somewhat more elegant synonym for "compose". Use of *anticipate* as if it meant simply "expect", or of *transpire* as if it meant the same as "happen", would appear to represent similarly ignorant desire for the "literary" touch.

When a sentence strays from the path on which it has started out, usually a study of the result will reveal a plausible explanation of how the incoherence was produced. While it must no doubt be admitted that we cannot *prove*, "objectively", just what goes on in a person's mind, yet the evidence may seem sufficiently clear to make a reasonably convincing demonstration. Let us consider for example an error of grammar which is mentioned in all the text-books of composition, the "dangling participle."

Participles, used as adjectives, have to modify nouns or pronouns. When a participle is merely hung onto a sentence, without having any noun or pronoun which it can properly modify, then it is said to be "dangling". What this fault generally shows is that a person has begun one sentence, left it incomplete (because he forgot how he had started out), and finished another sentence from a different point of view. Such slips need cause no surprise in off-hand conversation, but it is rather disillusioning, in a fascinating book on the subject of poetry, to come upon this pseudo-sentence:

> City-bred, and with an education so extensive, it is natural that there should be a tinge of bookishness on much that Milton wrote.[1]

Notice just what has happened here. Evidently the writer began with *Milton* as the implied subject. The sentence was going to be: "City-bred, and with an education so extensive, Milton . . ." As soon as he got through the participial phrase, however, the construction began to present difficulties. It did so quite naturally, for the excellent reason that the sentence was not, from the beginning, planned *as a whole*. The author did not know exactly where he was going; he had only a somewhat vague general direction in mind. He had not yet decided what the *main clause* of the sentence was to be, but had just put together a well-sounding incidental modifier, and trusted to luck that it would fit when the time came. Before he had clearly conceived his *principal* idea, he worked out the minor decorations. Then when the original plan (in so far as there was any) had to be abandoned—or at least when it seemed convenient to abandon it—and the decorations made for it no longer fitted very well, he had already lost sight of the implied purpose for which they were made. "*It*", the new subject, could not be "city-bred", as the disposition of the statement would logically seem to imply, and of course he never for a moment thought of *it* as being so. The point of view had shifted, but the initial phrase was not readjusted to meet the changed situation, as it could easily have been.

Now, without insisting upon it too strongly, we may point out a sort of "moral" in this species of confused construction. While no doubt the great majority of dangling participles—like various other forms of incoherence—result simply from a lack of orderly thought, one can see the effect of a writer's being "literary" instead of seeking, above all, the clear expression of an idea. The attempt to decorate

[1] **The Garment of Praise**, by Eleanor Carroll Chilton and Herbert Agar, N.Y., Doubleday Doran (1929), page 183.

one's style by artistic touches, which have no necessary connection with the thought to be expressed, has caused many a sentence to wander astray. We shall see how this happens in another kind of construction which, in proportion to the smaller extent of its use, seems to be bungled about as frequently as any other.

As a sample, we may consider a news-item about a victim of gangland tactics" who was shot to death in a Chicago barber-shop. This murder aroused the attention of police authorities because they were inclined to believe that it was not a mere detached incident, but a "sequel" to another "recent slaying", and perhaps more. So, in connection with the murder, the reporter has occasion to express the fairly simple idea that *the police immediately began speculating on a theory.*

But mater-of-fact terms like *immediately* or *at once* might not be sufficiently "vivid" or "sensational" to produce the desired effect. Therefore, to keep the scene of violence sharply in view, the time-relationship might be indicated thus:

> The police began speculating on a theory, almost as soon as the body, punctured by four pistol bullets, had been taken from the shop.

Here the main idea—the principal clause of the sentence—is still the same: the police began speculating on a theory. Though "sensationalized" by the addition of concrete detail to make it pictorial, it is still a direct, straightforward statement. The simple thought has yet to evolve through several more phases before it attains the peculiar formula which professional writers apparently prefer.

In the first place, with absolutely no change in grammar or sentence-structure, the sentence can be made more "arresting" by putting the time-clause at the beginning:

> Almost as soon as the body, punctured by four pistol bullets, had been taken from the shop, the police began speculating on a theory.

This form, however, would not be "literary" enough to suit some people. The construction has to be turned upside-down, as if the chief purpose of the sentence were to tell us the *time* when "the police began speculating." Thus it becomes:

> The body . . . had hardly been taken from the shop, when the police began speculating on a theory.

At this point, a sentence of this sort has a way of becoming confused with *another* "literary" trick to get away from direct statement. It is a device which such a nineteenth-century writer as Dickens would use playfully, but which long ago hardened into a lifeless formula. Instead of saying naturally that something happens *almost as soon as* something else, the trick consists in turning the idea around the other way, and, with at least some (and often much) exaggeration, saying that the *other* thing happened "no sooner than" the one we are principally considering. But even this is not quite "literary" enough. The cleverness of the phrasing has to be made more pointed by juggling the word-order so that the "no sooner" becomes more conspicuous:

> No sooner had the body been taken from the shop, than the police began speculating on a theory.

Then "no sooner . . . *than*" becomes confused with "hardly . . . *when*", and so we read, just as it appeared in the newspaper:

> [2] "*Hardly* had his body been taken from the shop, punctured by four pistol bullets, Thursday afternoon, *than* the police began speculating on a theory . . ."

Taken literally, the statement simply does not make sense. By the way, could it have been the *shop* that was "punctured by four pistol bullets"? If, on the contrary, we believe that the *body* was thus "punctured", we do so rather in spite of the sentence than because of it. Nor is this difficulty in the word-order a mere accident. It results from the artificial turning of the statement inside out in order to begin with "hardly". Although it might have seemed already somewhat awkward to say:

> Almost as soon as the body, punctured by four pistol bullets, had been taken from the shop . . .

it seems *more* awkward to say:

> Hardly had the body, punctured by four pistol bullets, been taken from the shop . . .

The reason why the latter arrangement seems more awkward is that *had* and *been*, which go together to form the verb, are so far separated. Yet you see that *had* could not begin with "hardly the body", for that would look like the beginning is brought about by the "literary" inversion, although, of course, we might consider that the "sensational" dragging-in of the "four pistol bullets", not necessary to the main idea, makes such embarrassment possible.

So far as journalists are concerned, this incoherent confusion of "hardly . . . *when*" and "no sooner . . . *than*" seems to be practically an established idiom. Two news-stories concerning the President, chosen at random and more than two years apart, may be cited as specimens:

> "And now, *hardly* has he returned to Washington, thrown out the first ball in the Washington end of the world series and made a few more trips down the Potomac, *than* preparations are being made, in a general way, for a run down to Warm Springs, Georgia, for Thanksgiving." [3]

> "*Hardly* had he returned to the capital from his Warm Springs vacation and middle western speeches *than* he called in Daniel Bell, acting director of the budget, to review recent developments." [4]

Not to be unfair, however, we must notice that such things can be found also in other places than hastily-written newspaper columns—in places where they may indeed seem less excusable. A distinguished critic, writing about the poet Thomas Gray, is telling about Gray's European tour. The detail to be mentioned is simple enough: soon after he arrived in Paris, Gray sent to his friend West a copy of the published letters of Madame de

---

[2] Associated Press dispatch from Chicago, November 3, 1933.

[3] The Literary Digest, October 21, 1933.

[4] Associated Press dispatch from Washington, December 11, 1935.

Associated Press from Stockholm, April 21, 1940: "**Hardly** had the British made their boast . . . . **than** Germany countered officially . . ."

Mark Foote, Washington, Nov. 5, 1940: "**Hardly** had he started on his long western tour **than** he 'pulled' a series of boners."

Jay Franklin, Kalamazoo Gazette, Dec. 17, 1940: **Barely** had Hitler's words ceased hissing over the microphones **than** Roosevelt had given America's answer."

Sevigne. This was not to be said, however, in ordinary straightforward language; it had to have a touch of "style". The thought had to be turned the other way around, with "upside-down" sentence-structure, and then become incoherent by the confusion of "no sooner . . . *than*" with "hardly . . . *when*", so that we read:

> "*Hardly* had he arrived in Paris, *than* he sent West the Lettres de la Marquise . . ."[1]

Only by being momentarily unconscious of the meaning of words and their combinations do we make out of this jumbled statement the simple thing which it was meant to say. If a reader is sensitive to grammar at all, he may well feel that grammatical errors are most annoying when they result from cut-and-dried literary affectation.

[1] Edmund W. Gosse. **Gray** (English Men of Letters series). N.Y., Harper and Bros. ((1882), page 26.

So They're Going to Read!

FRANK L. BEALS
Assistant Superintendent of Schools
Chicago

"I DON'T want you to learn my boy how to use a saw and hammer. I want you to learn him out of a book!"

Even the ignorant mother who was responsible for the above quoted explosion realized that there is magic in books. There must be magic in books. WHO'S WHO IN AMERICA—1940-41 edition—shows in its educational analysis that 86.56 per cent. of the people whose names appear in it are collegians. It says further that the probability of success is enhanced by increased educational training. Increased education implies the ability to read.

And yet, we are told that there are forty million people in the United States who cannot read newspapers intelligently and understandingly. Newspapers are written at a seventh grade reading level. There are, then, forty millions of us who cannot read at seventh grade level.

Dr. Ruth Strang of Columbia University says that we are a nation of sixth grade readers. She follows this with the statement that there are sixteen millions of us who cannot read above fourth grade level! There can be little doubt that the great majority of these limited readers attended school and were exposed to opportunities for reading.

What was wrong? Why did they not achieve a higher level of reading ability?

Nine years ago, I made the discovery that ninth graders like adventure stories. I found further that my ninth graders were indulging their desire for adventure in publications not only not approved by educators, but condemned by them. I then and there conducted a study into the reading habits and preferences of ninth grade pupils. Some two hundred and fifty boys and girls in ninth grade were involved in the study. It brought to light that both boys and girls like to read certain types of pulp paper magazines, and that out of school they read them to the exclusion of everything else. The Western adventure story led all the rest. Following this, boys preferred detective mystery stories, and girls simple Cinderella type love stories.

What was the big idea uncovered by this study? Was it that the reading tastes of these pupils were unwholesome? Not a bit of it.

Since that original study, I have continued my investigations. I have found that the practice of classifying students according to reading ability is prevalent. It extends to supplying pupils with reading materials at their grade levels of reading ability. That is, if a fourteen year old boy has a third grade reading ability, he is supplied with third grade reading materials. In other words, he is given the same reading matter as the nine year old in third grade. The results of this practice have proved disastrous.

Two years ago I started, with the help and advice of teachers and school administrators, to write books that would interest young people. These books were planned to have a solid historical background, and to present characters in American History whose lives are worthy of emulation. They are fictionalized enough to add the zest and interest which appeal to boys and girls. This is called, "The American Adventure Series," published by Wheeler Publishing Company. The first two books of the series, "Kit Carson" and "Davy Crockett," are off the press. They have been received with acclaim. Teachers are writing enthusiastic letters about the results of their use. Boys and girls are writing begging for more books of this kind.

The material in these books gives children a feeling of achievement. After reading one of the books, they feel that they have read an entire book about worthwhile people and things. Painlessly and unobtrusively, the material in the books carries through a social studies program giving children an understanding of biography, history, and qualities of citizenship.

And so boys and girls are going to read if we give them the kinds of stories and books they want to read.

Let us give them clean, wholesome stories which they like to read, and they will learn to read. Perhaps we can even raise the reading level of the forty million sixth grade readers, or at least that of the sixteen millions of fourth grade readers.

"It's Good for the Quiz Kids," Their Teachers Report

ANSON W. BELDING

THOSE bright youngsters answering difficult questions so intelligently on a children's radio quiz—how does this showing-off affect the personalities and characters of those prodigies?

Psychologists, educators and other thoughtful listeners have been shaking their heads somewhat dubiously over this question. Many of them have theorized that the experience must have harmful results making these children cocksure and conceited, shunned by their schoolmates or unpleasantly disciplined and put in their places by them.

But who would really know?

To be quite scientific and precise—no one. It is impossible to say what causes what, in the changes observable in human beings. Too many factors enter into the problem.

We can, however, come closer to the answer than by merely speculating on the probabilities as we see them. We can ask the parents of these children. Better still, we can ask their teachers—for teachers see the children in their social relationships with others of their own age, individuals outside the family circle. Teachers, in some instances, may also be expected to observe less subjectively than parents.

Thanks to the ready cooperation of the people who conduct the nationally broadcast Quiz Kids show of Chicago, some important data of this sort is now available.

We have the replies of not only parents but teachers as well, regarding the effects of this particular radio exhibition upon several dozen of the eighty children who have thus far participated in those programs.

The parental verdict, already recorded in THE JOURNAL OF EDUCATION for January, was an astonishing 37-to-one endorsement of the quiz show experience. Fathers and mothers of the starring youngsters spoke with strong approval of the benefits accruing to their sons and daughters, benefits far outweighing any noticeable harm.

Now, what say the teachers? Responses have been received from 64 teachers reporting upon some 35 children who have participated in Quiz Kid performances. Strange as it may seem, even where several teachers report on the same child, there is no serious contradiction in any case. If we disregard the replies indicating uncertainty or insufficient data, there remains a clear-cut testimony of 50 teachers that 28 of the quizees were benefitted in character or personality by their appearances on the program, while only two were found to have suffered injuries greater than the good. The teachers of five children (most of whom appeared on the program only once) had observed no change.

The Two Exceptions

First let us look at the cases of the two children whose teachers believe they have been harmed.

Child A. is a girl concerning whom five teachers wrote down their opinions without comparing notes. Their observations were all to the same point. Here is a girl, intelligent enough, but not so brilliant as she imagines. The experience has made her over-confident. Her work in arithmetic has fallen down. She refuses to cooperate with others in her class since the program. She takes a superior attitude. The only benefit observed is that she has had one more experience, yielding a thrill.

Child B. is characterized by two of her teachers as follows: This girl is always difficult to deal with; does not need help in gaining self-confidence; is very intelligent but a poor student; has a peculiar personality; does well anything she wishes to do and poorly anything else; has occasional teacher conflicts, one of which may have sprung from the quiz program.

The sad part of the story has all been summed up in these two cases.

Three Well-Known Children

Suppose we look now at some of the 28 who have definitely benefitted according to their teachers.

Richard Williams has been on the program more than fifty times. Here is the substance of what three of his teachers report: Richard has been a retiring child. When younger, he was shy to the point of blushing each time he was called on to recite. The radio experience has helped him develop into a well-rounded individual. The competition has presented an outlet for his richness of mind which could scarcely be given in the school or in the home. It has given him assurance and greatly broadened the scope of his experience. The program has not only been a help to Richard but an incentive to every other youngster. The pupils are back of him 100 per cent because he never makes them feel he is one bit different from them. His family, including an older brother, keep him in a wholly wholesome atmosphere of a normal boy's life.

What about Ruth Duskin, the little seven-year old? Here is the account as given by three teach

ers: Ruth has a pleasing manner and a splendid personality and is always ready to answer questions. She seems more at ease when talking than before. She has gained in poise and the ability to meet people. She is discovering that the literature and mythology she previously read for her own entertainment has a definite interest for a listening audience. She is not being spoiled by the attention shown her. In fact she shows resentment when pointed out as a Quiz Kid. The experience has been definitely helpful. The only "out" is that she is pestered by boys and girls surrounding her and questioning her.

Claude Brenner, as reported by three teachers, has had his mental curiosity spurred by competition. He has unbounded admiration and true respect for the other Quiz Kids, and for the members of his classes who are working hard and who are eager to learn. Meeting educators and other prominent persons has been an inspiration to him. He has gained poise to a marked degree. He is an unusually modest, unassuming boy and has a good deal of "horse sense." In a biology course he does more than his share of the uninteresting drudgery, such as cleaning out rat cages and washing flower pots. His fellow students like him very much—the acid test. He has gained poise and inspiration and a keen desire to go on with his education.

Other Typical Comments

Here are some brief but significant statements chosen at random from teachers' comments on other Quiz Kids:—

"While Jack L. was on the air a Wednesday never came that some of his classmates didn't remind us that we must all listen in to Jack that evening. Never once did I hear any of his classmates call him a 'smarty.' All admired him."

"Betty has become more poised and self-reliant. Always a good student, she has shown increased interest in her work."

"Being a Quiz Kid at first made her cocky. However, the youngsters made it so uncomfortable for her that she is now trying very hard to be tactful and thoughtful. Few have continued to be jealous of her."

"Dick has gained in self-confidence; realizes he has competition and needs to broaden his fields of knowledge. He is small for his age and cannot participate in football. Recognition which has come to him through his radio appearances has given him a feeling he is doing something for his school."

"Van is younger than his classmates and has always kept very much to himself. He has become more aggressive, more alert, more conscious of his environment."

"Gerard's thirst for knowledge and language power development have been most remarkable. He has gained social poise without becoming 'smart alecky'." . . . "We must guard him from becoming pedantic. He is very easily guided, however, and follows suggestions readily and willingly."

"Being a Quiz Kid has decidedly helped David to respect and tolerate the ideas and attitudes of his classmates."

"Emily has gained self confidence, received recognition from the student body and made friends. She was rather retiring, being younger than her mates."

"Harve never brags and is not the least bit conceited. He shows no marks of becoming big-headed. The boys and girls in the schoolroom as well as on the play lot like him and enjoy having him around. He enters into everything with 100 per cent interest."

"Ruth F. is not a pugnacious type and this fame did her a world of good. Her personality improved. She has achieved a popularity among her fellow pupils."

"Nancy's participation gave her a chance to show what a good sport she is. She did not do as well as some of the others and she told the class so with no embarrassment."

"The benefit to Jack B. has been tremendous. He has become self-confident (not too much) and has developed a marvelous power to think on his feet."

"Robert is a very quiet, reserved type, to whom this sort of thing proved stimulating. He showed no tendency whatever toward any feeling of self importance because of the distinction."

Summary of Teachers' Replies

From all the data before me it seems clear that a small minority of children selected for Quiz Kid appearances simply cannot take it, while the majority can not only take it but turn it to positive advantage in the development of their personalities and characters. The verdict is virtually unanimous that all the children gained in self-confidence, the real issue turning on whether the child already had an abundance of this quality or an under-supply that needed to be increased. In no instance of the latter sort was there any complaint that the child had become bumptious or big-headed. It is repeatedly remarked about those children who benefitted that they were previously shy or bashful and that they have acquired a needful poise, a truer estimate of their own abilities and a desire to widen their knowledge. Again and again it is observed by the teachers that these youngsters have won the respect and good will of their school mates. Fame has made them more acceptable socially, not, as the critics predicted, less popular with their schoolmates. In other words, these brilliant but bashful children have been brought out of themselves, in greater or less degree, and are more normal in their attitudes and social relations as a result of the experience.

Whom the Gods Have Endowed

The investigation, circumscribed though it is, suggests the possibility that the exceptionally bright child is more often than not inclined to shyness and self-effacement. If this be the fact, how are we to account for it—and what should be done about it, in addition to what is being done by radio quizzes and in other ways? If bright children in many cases hide their special gifts, may it not be because they are too often squelched or slighted by their duller and more ordinary mates and thereby forced into reticence?

What can be done in an ordinary school or classroom to give greater recognition and encouragement to the exceptional child whom the gods have endowed for some extraordinary service in the world? Does democracy require that leadership be given mainly to those possessing only the superficial graces? Or can boys and girls be taught to appreciate genuine superiority of intellect? Shall educators trust to the mere accident of a radio opportunity to snatch a handful of youngsters from their corners and give them their chance? Or will opportunities for such rescue of the unassertive child be invented and applied in the school community itself?

I'd Like to Tell That New Teacher . . .

ELLIS D. BROWN
Ridgewood, New Jersey

IN THE last twenty-two years, I've probably taken most of the recommended, required, and advised courses in the line of secondary teaching. Undergraduately I "took" educational philosophy, "required in the junior year"; pedagogy, "required in the senior year"; a gem of a course called "educational classics"; and various and sundry bits of observations under bored and displeased teachers. Dollars and hours, hundreds of them, I've used in the twenty years of my actual teaching experience. A teachers' college graduate school made me a "master" of education before requirements of various states got more rigid and naturally, tuition rates increased. "Sociological Foundation of the Curriculum," "Educational Psychology," "The Enrichment of the Child's Experience." "Integration 368, section B," have gotten me up at six and kept me out until midnight. By all counts I ought to be a better man.

Professors of education, however, by example or by the more devious route of subject matter, have taught me very little that was really useable in classroom teaching. All the courses I have ever had in education have abounded in rich, ear-filling phrases. I've learned to hold my own with the best of them. Get me in a corner at almost any gathering and I can double-talk on the philosophy of education in such a way as to gladden your heart. Put me at the lunch table with two recent graduates of teaching methods and watch them nod gravely as I double-talk. But let me speak to the youngsters to whom I'm teaching subject matter; let me mention *subject* matter; let me ask for an opinion on a lofty bit of prose or an illusive verse and they look at me as if I had violated the high, clean purity of education.

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High, high above the mundane affairs of practical teaching have soared my professors of education. Instead of considering the psychological situation involved when thirty youngsters are placed in charge of one adult within the confines of one ill-ventilated, badly lighted room, I have spent my time with them considering the advisability of requiring all girls from the age of twelve to eighteen to pull weeds on their hands and knees. It seems it does something for them. Or I have been washed along in the sea of letting-them-express-themselves; letting-them-"choose"-for-themselves; letting-them-make their own world; letting-them-this; letting-them-that.

Sometimes, in the twittery quiet of my own third period study halls I have wished for a good sound professor of education who would drop in on an average group of youngsters, in an average town and with me, an average teacher, would do a quiet bit of observation. Mary wants a drink; Tom has to go to the basement; Agnes want to ask Mr. Green a question, but you know from the grins on her neighbors' faces that what she really wants is to gaze breathlessly at the Leslie Howard-Younger-Edition features of the new practice teacher. He has oomph, it seems. Johnny doesn't have a thing to do and Peggy has so much that she bursts into tears all over her soiled geometry book. Jed trips up Ann when she goes to the waste basket; Ann reaches over and slaps his face. Somebody's pink slip comes in from the office. There's a fine distinction in our school between pink ones and white ones—the white are excused absences; the pink unexcused. Tom wants a drink; Harry has to go to the basement; Peggy wants the window shut; the boys want them open; the sun is in Ben's eyes and the shades fall to earth when he yank

at them. The janitor won't fix shades without a requisition slip; the requisition slips are all gone; Ben goes to the office for some more; a yellow slip comes in from the office; it says stop everything and count the pieces of chalk. Somebody has a new project, must be. Ben comes back with the requisition slips but, he says, next time, the secretary wants you to remember to use your last slip to order new ones.

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Twenty years of teaching have mellowed me. I count the chalk and sign the yellow slips with a nonchalance that comes from years of practice. I show Peggy how to do her solid geometry; I keep thinking about the new practice teacher, laden with his charts and scores and psychological tests; I wish I could give him a word of encouragement and practice double-talking while I tell Tom he can't have two drinks in one period. I dip into Sir Roger de Coverly again for my next period class; thirty times I've taught him by now and there's always something new; Agnes has to take a book down to Mr. Green's room again. I'd like to follow her and talk to the new teacher—I'd like to take the Elder Statesman role with him, but I don't dare. I mean, I wouldn't want to put him in the sad position of having to listen to an older teacher. He has his list of what to do, compiled by his teachers of education; he's been taking courses on how to teach for four years. *What* he is to teach isn't so important and he must always remember that most older teachers are "hopelessly old-fashioned". I couldn't bear the look of apprehension on his nice young face when I mentioned to him that I'd just found an essay by E. B. White in his "One Man's Meat" column that would help my youngsters to see the connection between the Spectator of Sir Roger's time and almost any Spectator of this. Perhaps he'd never read Sir Roger, anyway, so he wouldn't be interested. Not that it particularly matters.—But, still, I do keep thinking——

Agnes comes back, giggling, and whispers to Ann, who looks at the clock and, I can see, wonders whether *she'll* have time to make a sortie. I shake my head at her and remember the youngsters I taught, my first year, who seemed my own age. I pick up Sir Roger again and deem it a sad thing that such wisdom as I have to impart to the beginning teacher should be imprisoned within the mind of a silent man. If I were going to be able to talk to the beginning teacher, away from his supervisors and professors of education, I'd lay down the major points of self-examination and self-instruction that he should use as his lexicon.

I wouldn't be able to resist saying to the young teacher that he must have slightly more than average intelligence and a reasonable knowledge of his own subject matter and of the subject matter of others. He will have heard the word "intelligence" and will interrupt me to tell me his scores on all the accepted tests.

After I've listened politely to all that, I should like to tell him that the first thing he must learn to do as a teacher is to *relax*. He won't say anything. He'll be rustling his slips and charts and looking nervously at the number of inches each of his classroom windows is open from the top and *that*, I'll tell him is what I mean. He might just as well relax. No matter what he does, the air in his room, at the close of the day, will be thick and fertile, ready to be dished up with a ladle. Too many teachers, I'll tell him, face each class in their day's routine with every muscle and nerve tense. They worry about the air; the noise the clock makes as it jumps from minute to minute; the "interesting curves" in their latest graphs. Only the most powerful physical constitutions can stand year after year under this strain. I'd say, over and over, take it in your stride!—Which he would think most indelicate of me!

Then, I'd tell him next, to learn to be amused rather than annoyed by the vagaries of the young. So far he's done well in pretending to be amused by the vagaries of the middle-aged. He must carry that amusement over to the youngsters. He must remember that they are, even as he, even as the old-fashioned teacher talking to him, the way they are because of their heredity and their experiences since their birth. It's not through any particular volition of their own, as yet, that they act the way they do. If early in his career, the young teacher finds that throwing erasers, evading work, puppy love, girlish crushes or any of the thousand and one natural activities of the young infuriate him, he'd better wrap up his charts and quit teaching before it's too late. He might learn to sail a boat or work a farm but he must do something that keeps him away from human beings whose every act at their particular stage of development drives him to anger and nervous irritation. Children can be annoying creatures, of course, and a person isn't human who isn't sometimes as irked by them as he is much of the time by his adult acquaintances. But children have so many redeeming features and so much room for growth that there should always be in dealing with them a feeling of exhilaration and optimism. Children under the constant influence of the nervous irritation of a teacher are likely soon to show the warping influence that teacher. He'll probably think I'm Mr. Pollyanna when I ask him if he finds dealing with young people exhilarating and if he feels that in teaching them there is hope for the world, but I'd like to ask him that just the same.

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Then, if I could get that young pedagogue to push aside his charts a moment longer, I'd tell him to learn not to make mountains out of every molehill. None of the offenses committed by children are serious. I don't mean by that that a wishy-washy discipline is the thing. Children *have to* be stepped

on, and there's no use pretending that they have to go around expressing themselves *all* the time. But a teacher must decide early in his career what offenses are not to be brooked in his classes, be sure that his pupils understand what they are and then he must see to it that he deals firmly and *consistently* with them.

If a child "deliberately" disobeys him, however, he must remember that that youngster hasn't done anything really frightfully awful. He must be dealt with as sternly as the occasion warrants but the teacher must remember that disobedient behavior is the natural one for some of the children most of the time and for all of the children some of the time. Too often a child and teacher get to the state in their relations with each other where they go to the principal, tense with rage over a trivial occurrence. In dealing with children of spirit, rage begets rage and hatred begets hatred. This is called "the clash of personalities" or something. It's all right for personalities to clash now and then; human frailty must always be taken into consideration. But young teachers must remember that children, too, occasionally have tired nerves, hangovers from week-end parties and the good and great teacher has too much bigness of soul to spend much time fighting with his young charges.

And then, for Heaven's sake, I'd like to say to him, "Lay down your books a minute," because he'd probably be ready to rush off to his scores. I *must* tell him that he mustn't let himself be much disturbed by all the blatant theory that will whistle around his ears. Most of it, I must persuade him, is idle chatter and will have little to do with the basic points of teaching: teaching *children* and teaching *subject matter*. He will be told again and again that it is his job to Save Democracy, Prevent Future Wars, Stamp out Social Injustices, and Stop the Earth in its Course. He probably won't be able to do this. His job is to instruct the young people in his classes in the subject that is his specialty. If he becomes a good teacher he will broaden this subject and enrich it in many ways peculiarly his own. He will, in a thousand ways, connect it with modern life, modern social problems, and the enjoyment of living today.

Every time he hears the term "character building," however, he must make a silent mirthful hoot to himself. He must be sure it is silent. He must learn early that he influences the character of his charges by his own integrity, reliability, and the humor with which he deals with his subject and his pupils. There's a heap of character in a geometry demonstration or a Caesar translation, but if the young teacher chooses, third period on Tuesday, to teach "character"—doing "honesty" in February, on account of Washington and Lincoln, and "charity" in December on account of Christmas, I doubt if he will be really *teaching* the virtues.

The time will come, I suppose, when the secondary schools will offer courses in War Stopping, Democracy Saving, Character Building and Planet Diverting, but I wouldn't worry about it yet. When that time comes the Teachers Colleges will have courses to offer in those "areas." Until then, however, if the young teacher has English to teach, he can just go ahead and *teach* it. If, when he's teaching "A Tale of Two Cities," he can quite dispassionately point out that the horrible chaos of the French Revolution was brought about by the irresponsibility of the ruling classes, Dickens will do his teaching for him. And, when Dickens is through, he can ask what the French got after all that bloodshed and his youngsters can answer, "Napoleon." And then he can go right on teaching "English" again. He will probably have made his point more effectively than if he'd talked a month about Revolutions. He had a genius to help him.

I'd like to tell my young pedagogue, too, in case he wonders, that while he's concentrating on being a good teacher, he mustn't entirely forget his supervisors and principals. It's a good idea to try to make them happy, too. Promptness and accuracy in handing in all records and reports will win friends. Early in his years he might as well get philosophical about yellow and pink and white slips. It won't hurt.

He must try to decide early whether he is satisfied to remain a *teacher*. If "he" happens to be female, is she teaching only until she marries, or is she determined to do the best teaching job she can and if she happens to marry, all right? Then she can choose for herself whether she'll continue with her "career". The important thing is, however, that until the time she actually marries, teaching be her "life" work. Young men are often inclined to have a "career as an educator." That's all right, of course, but if it means doing teaching with one-quarter of an eye on the job while three-quarters of it is roving about "making contacts", and trying by all sorts of connections to push the pedagogue into some sub-principalship why, then, none of the things I've been saying about teaching would mean a thing, anyway. The *good* principal was probably once a good teacher. The superintendent worth his salt was chosen because of his *ability*; not because of his contacts. Mind you, I said, "the superintendent worth his salt."

And I mustn't forget to remind the young teacher that reserve vitality is practically indispensable to good teaching. I mean mental and physical vitality *both*. A good teacher is *alive*. Mentally he is alive to the modern world, alive in a way that only an intelligent and cultivated person can be. He is, you see, first of all, well enough educated to be able to appraise the present in terms of the past. I hope my young man will understand that! Then, he's intelligent enough to know that the passing scene is always cluttered with tem-

porary fashions, fads, and inanities. I worry a little about him here. He will do well to base his life-work of instruction on those things that abide. He *must* have the mental and physical vitality, then, necessary to restate those old and noble inheritances in such manner that to modern youth they become exciting and living truths. He mustn't spend all of his time trying to understand the *present* international situation. He must remember that there are other and more important things in the world than war and economics—such as agriculture; literature; mathematics; music; art; *past* history; the art of taking his best girl out to a dance!

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And of course, physical vitality is of the utmost importance to good teaching. A tired, nervous, discouraged body has defeated more teachers than he can shake a stick at. The new teacher must remember that he can't have physical reserve unless he gets plenty of sleep and exercise; unless he gets his fun out of teaching and keeps his extra-curricular playing for Saturday nights, and vacations. He mustn't talk too much. Most teachers wear themselves out, doing just that. They talk, talk, talk and even if that talk is good it gets wearisome after a while and nobody listens. It's well to remember to let the students do the talking and reporting and then, when the time is ripe, and the class in the mood to listen, to talk and make it good! If he can save his talking until the last ten minutes of a class and then point up, crystal clear, the vague and blundering half-truths the hour has suggested, he will be on the way to being *really* vital.

And, finally, I must tell my young chart-swallower, to teach well is a triumphant victory, a victory in which a teacher wins the most important battle that is ever fought. I must impress upon him that even if he becomes a great teacher he will have the sense that he has routed the enemy only once in a while and those will be days on which his mind and body seem most to live. The enemy? Not the "old-fashioned" teacher his supervisors have warned him against; not boards of education or principals or superintendents of schools; not his pupils or their lovingly discouraged parents. The enemy is the same old one—ignorance, prejudice, greed, blindness to beauty and justice. His is a great profession and an important one and he must never once, in all this world, give doubt to that.

Home Building As Study Unit

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OUR unit on homebuilding was planned on the basis of its utility in everyday affairs. It covered the following activities:

1. Cost of renting us building.
2. Obtaining a house lot.
3. Drafting floor plans, front and side elevations to scale.
4. Building a cardboard model to scale.
5. Financing through the bank.
6. Building.
7. Grading and landscaping.
8. Cost of taxes, insurance, etc.
9. Finishing and furnishing interior.

Each activity was carefully planned and executed by the teacher and pupils. As an example, let us consider activity by two.

Problem: How to obtain a desirable lot of land on which to build a home.

a. Class discussion, during which a pupil listed on the board, the following topics: size, cost, title, drainage, transportation to work and schools, availability of public utilities, zoning restrictions, and surroundings.
b. Pupils discuss problems with their families.
c. Pupils use bicycles to locate a lot.
d. Discussion of the terms of sale with the owner.
e. Each pupil reports to the class orally, or in writing, in the form of a sales talk.
f. Class votes on the most suitable lot.

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The pupils even took snapshots of the lot they selected and added the new point, "The garden soil is good. Apple trees grow on the land and they give off nitrogen which is good for plants. We may keep some apple trees standing."

There was marked community interest in this project, parents and business men willingly cooperating with the pupils.

Mr. Sanderson gave permission to look up title and deed, and helped his son take a snapshot of the lot.

Mr. Wheatley, lawyer, took one pupil to the county courthouse at Plymouth to look up title and deed.

Mr. Dennison, nurseryman, advised on costs of grading and on landscaping.

Mr. Matheson, insurance agent, informed pupil representatives of insurance costs.

Mr. Crowell, bank cashier, explained mortgages and borrowing at interest.

Mr. Sampson, assessor, made

clear the tax system in Abington.

Through the Whitman (Mass.) Bank, the Federal Housing allowance for repairs over a period of five years was studied.

At the children's own suggestion, the class estimated the cost of furnishing each room. They studied color schemes, materials and current styles of furniture. They voluntarily wrote for help to such companies as Bigelow Weavers, Armstrong Linoleum, American Gas Association, Crane, and General Electric Company. Magazine articles and helpful books were read and shared. They visited houses both in the process of construction and recently completed. The looseleaf notebooks they made were inclusive and beautiful.

We believe that this unit was of value to the child in that it increased his growth, skills, and appreciations, and acquainted him with the needs for arithmetic in every day affairs of modern life.

The Fallacy of the Passing Grade

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"There is no such thing as a definite passing mark of a definite percentage value."

MANY schools, colleges, and universities still cling to a *passing grade* of some definite, arbitrary percentage value. Just why I do not know, for it is shot through and through with the most ridiculous fallacies to be found anywhere in our entire school system. In the first place, it depends upon the difficulty of the assigned tasks, the time given for their completion, the ability of the pupils, the teacher's standard of grading, and other factors.

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In the second place, it means nothing so far as the standards of the school are concerned. The school having the lowest passing mark may have the highest standards and, conversely, the school having the highest passing mark may have the lowest standards. It all depends upon the percentage of students passed or failed, not the score made. Adjustments can be made to pass students, if it seems desirable, no matter what the passing grade may be, or, similarly, to fail many of them no matter how low the failure line may be dropped. Tiegs[1] shows that of three schools with passing marks of 60, 70, and 80 per cent respectively, it was the school with the 60 per cent failure line that had the highest standards and the one with the 80 per cent line that had the lowest standards. The former gave many more failures and much lower marks than the other two while the latter gave but few failures and a much larger percentage of A's and B's than either of the others.

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In a very true sense, therefore, there is no such thing as a definite passing mark of a definite percentage value. If there were such a grade, one would, to begin with, have to know the relative value of each question or item for response. That can be done only by statistical measures with which many teachers are not acquainted, or, if they know the process for determining those values, they are not likely to take the time to evaluate the respective units of the examination or other school work. Even if they did do this statistical calculation, how then would they know that a passing grade should be at 60, or 70, or 80 per cent? It is true that standardized tests have helped to answer this last question, but much of the teacher's grading is and must be on other things besides standard test scores. Or, granting that she is able to measure almost entirely by the use of standards and norms, then she will find, as will be shown later, that her results vary about as much from normal curve distributions as the east is from the west.

There is one main purpose for all testing, which is to measure the amount of the unit in question. In school we want to know a student's accomplishment in the factor with which we are concerned. A second purpose, not much less important than the first, is to compare his accomplishment with that of others. This is almost necessary, for otherwise we do not know what to expect of the student. A house of four stories would seem very tall among one-story structures, but it would be tiny indeed among New York's skyscrapers. We must have some standard for comparison and that is, for the most part, the unselected group of which the particular student is a member.

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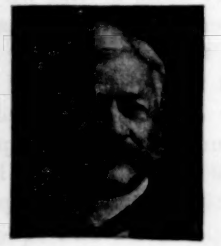
It follows, then, that there are two very reliable criteria for any good test. It should be difficult enough so that no one gets a perfect score, or that the best one in the group is just able to make a perfect score, and it should be easy enough so that everyone should be able to get started, to make something on it. The reason for these criteria is that a test should differentiate the ability of the students. One does not differentiate among the different members if, in any unselected group, several get perfect scores or if more than one fail to make a beginning. Now, if the examination is such that the

[1] Ernest W. Tiegs. Tests and Measurements for Teachers, pp. 29-32.



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best student is able to make a better score than anyone else and if that is just a 100 per cent score or slightly below that value, then approximately 65 to 75 per cent of the pupils will fall below the passing mark when it is placed at 70 per cent. I have demonstrated this fact with my college classes time after time both on the basis of speed and of difficulty. I usually use arithmetic tests for the speed experiments. I have everybody stop at a given signal and then assign a value of 100 per cent to the best score. By evaluating the other scores on the same basis, I find that only about one-fourth or one-third pass the test. For instance, the scores on one such test ranged from 45 to 15 correct answers. Allowing roughly a value of 2½ per cent for each correct response, fourteen out of twenty-one students fell below the 70 per cent mark, or a failure percentage of 66 2/3.

For testing on the difficulty basis, I usually use vocabulary and spelling tests. On a spelling test that I gave, the number of correct spellings ranged from 6 to 18. Allowing approximately 5½ per cent for each one correct, I found that twenty out of twenty-five students fell below 70 per cent. Likewise, grades on my own standardized Test in Tests and Measurements on one occasion revealed the fact that sixteen out of twenty-two persons did not make 70 per cent. On the Inglis Vocabulary Test, scores at one time ranged from 138 to 60. To allow approximately .7 of a per cent for each correct response, the scores fell as low as 36 per cent with a score of 100 correct responses representing the required passing mark of 70 per cent. Just about two-thirds of the students had fewer than 100 correct responses.

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A group of college freshmen recently took the Psychological Examination sent out by the American Council of Education. By rating the highest score at 100 per cent and the others on the same basis, it was found that only twenty-one out of seventy-nine passed it on the basis of a 70 per cent failure line.

Rinsland[2], writing on the effect of a rigid application of a 75 per cent failure line, reports a study made by himself in a city school system of Oklahoma. In a new-type examination on Oklahoma history, 47 points was a perfect score. Now, that city had had for years a passing grade of 75 per cent, which placed the failure line on that particular examination between 35 and 37 points. On that basis 143 students failed and only 61 passed, or a failure of slightly more than 70 per cent. The experiment was repeated at a later time on the same material and the same type of examination except that it was longer than the first

[2] Henry Daniel Rinsland. Constructing Tests and Grading in Elementary and High School Subjects. pp. 8-9.

one. That year the 75 per cent line would have failed 166 pupils and passed 110. Rinsland reports three other studies showing similar results.

McKeown[3] proved that the average student in first year algebra was getting only 54 per cent of all the items used in the test. After testing 300 pupils in five schools by objective examinations on every chapter of the state-adopted text, she concluded that the passing or failure line should have been 23 per cent.

▼

Hunt[4], using objective weekly exercises for everything studied in the state textbook in language and grammar, concluded that the passing or failure line is about 23 per cent.

House[5], measuring everything objectively in high school chemistry in three schools, found that the 120 students tested were getting only 54 per cent of the material presented. His conclusion was that the average failing student gets only about 25 per cent of the subject matter studied.

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Rinsland concludes: "These data show conclusively that teachers *cannot* accurately apply a percentage system, and that no one knows what a failure line is in terms of percentage. . . . When one school will give an F to an objective examination having 61 correct answers and another school will give an A to the same printed examination having 60 correct answers, it *must* be concluded that such a grading system is practically worthless, or, at least, highly inaccurate."[6]

Hawkes, Lindquist and Mann[7] say that "The concept of the 'passing grade', expressed as a per cent of possible or 'perfect' performance on a test, is one of the most unfortunate of our inheritances from traditional examination practices."

▼

Greene and Jorgensen[8] advise that we discard the percentage system for four reasons: (1) It has its only fixed points at 0 and 100, meaning from no knowledge at all to complete mastery, yet the entire range is rarely if ever used. (2) The establishment of such limits fixes all intermediate values. Thus the difference between any two successive grades along the scale should be the same as at any other point, but we know that that is not the case. The difference between a 70 and 71 per cent grade is far less than the difference between a 98 and 99 per cent grade and far more than between a 10 and 11 per cent mark. (3) The use of a percentage scale presupposes that a teacher can distinguish 101 different values in accomplishment. (4) The use of an arbitrary failure line results in piling up grades at or near the passing mark, thus making a badly skewed curve.

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With all this evidence before us, how can we account for the fact that, with a definite, arbitrary failure line, we still pass practically all the students? The explanation is simple; we do not grade on that basis although we may think we do. What is really done is that we use what I am calling the squeezing process with the moving force applied only at the lower end of the scale. After cutting off whatever failures we may want to, we apply the force just below the next lowest grade, which is usually as poor as 25 or 30 per cent, and squeeze that grade up to within the passing-grade range. At the same time, of course, all above that lowest of the passing grades are squeezed up above it. But it may be noted that the lower the grade the more it is moved up the line. In short, the teacher simply adds out of a nothingness about 40 or 45 per cent to the lowest grade and to others in a decreasing amount. The A grades are not raised any higher although the per cent value might be moved up a little. In short, the one who receives the highest grade for his accomplishment is the one who gets a D grade; the one who receives an A grade has earned all he gets. Parenthetically, if we hold to a percentage passing grade, about half of the class should have A's because they are more than 25 per cent better than the other half.

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Now, if anyone thinks that these facts are not demonstrable in any unselected group, I am perfectly willing to come into his classes, if he has an unselected group, and prove all that has been herein contended and I can do it a dozen times if need be. Since they are, as I think, irrefutable, why do we still deceive ourselves with such fallacious practices? I do not know.

[3] Kate McKeown, The Amount of Learning in First Year Algebra, unpublished master's thesis, University of Oklahoma, 1927.
[4] Shay Hunt, A Measure of Learning Language in Intermediate Grades, unpublished master's thesis, University of Oklahoma, 1932.
[5] Otis W. House, A Measure of the Amount of Learning in High School Chemistry, unpublished master's thesis, University of Oklahoma, 1934.
[6] Op. cit., pp. 9-10.
[7] H. E. Hawkes, E. F. Lindquist, and C. R. Mann, The Constitution and Use of Achievement Examinations, p. 35.
[8] H. A. Greene and A. N. Jorgensen, The Use and Interpretation of Elementary School Tests, p. 490.

Organized education is ready to do its part in the winning of the war. The schools of the United States were founded in order that democracy might survive and be perfected. The men and women engaged in the profession of education make no plea for themselves. But they do insist that the maintenance and expansion of our program of education is essential to the winning of the war and to the maintenance of our American way of life. They recognize the fact that the winning of the war is the basis upon which the education of free men may be continued in the world.—*George D. Strayer*

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Are State Universities Godless?

I. D. WEEKS
President, University of South Dakota
Vermillion

THE period of debunking seems to have passed into the scrap heap of oblivion. During the twenties one of the most popular of indoor sports was making light of national heroes, questioning the teaching of fairy tales and looking awry upon anything that savored of idealism. Perhaps this attitude was an aftermath of World War Number One. At least, it is convenient to lay it at the door of the war. "Things were in the saddle" and a high idealism was being weighed down by an overload of materialism. Authors were writing debunking literature. Speakers were arguing that man was a passing incident in the eons of time; that he was a mere biological speck in the cosmic forces of the universe.

Youth who were striving to grow up during this time found themselves in a maze of bewilderment and confusion. The age was more like a *cul de sac* in a laboratory than like the environment of the preceding generation. This materialistic philosophy obviously made its inroads into religious customs and beliefs. Men and women were torn loose from their religious moorings. Former religious practices, such as reading the Bible, attending church and returning thanks were abandoned. Nothing of a spiritual nature was substituted in their stead.

It is not strange, therefore, that the YMCA, YWCA and other religious organizations should suffer from anemia on the average university campus. In fact, the lack of interest and support for these agencies resulted in their abandonment in many educational institutions. However, the debacle did not stop here. There was a rather widespread criticism that schools of higher learning were devoid of any religious principles. Some of the older generation looked upon the average university campus as a hotbed of atheism and agnosticism. They mistook the teaching of certain scientific principles such as evolution as being inspired by the devil. The famous Scopes Trial in Tennessee was an illustrious example of the activity of a well-meaning but grossly misinformed people. The so-called clash between science and religion on one hand, and modernism and fundamentalism on the other, left the confused student between the upper and nether millstones in his spiritual quest. It was difficult for the average student to get a firm religious footing in the "Godless" state university. Those in high and low places thought and said that university professors were non-heligious, irreligious, atheistic and agnostic, men of science were not religious, further, that education was not concerned with spiritual values. These had been relegated to the church or left to chance. At any rate, it was not within the province of higher education to spend any time on those matters that belonged to the church and to the Sunday school.

Actually, the situation was never as bad as this in the universities of the country. There were always noble characters, great spiritual personalities on the faculties of these institutions. But since universities are administered by human beings and since teachers are, after all, only men and women, they too were in part victims of the peril of materialism which seemed to enshroud society a decade and a half ago.

The scathing criticism cast at the schools was evidence of a blind groping on the part of some to hold on to their old religious faith. On the part of others, it was a means of rationalizing their own spiritual decadence. They had no religious philosophy but they did not want their children to be recipients of this empty heritage.

If the foregoing characterized in any degree the university's religious thought or lack of it, a decade and a half ago, it certainly does not portray a true picture at present. The universities today are interested in developing men and women. They are striving to provide stimulating, wholesome experiences that will build whole personalities. They believe with Alexis Carel that "the pure intellectual is an incomplete human being."

There are numerous movements of a spiritual nature being fostered on the university campuses of this nation. These vary in kind and in degree of influence, but they represent evidence of an earnest effort to educate man spiritually as well as intellectually. The form of organization and methods of procedure are different from those of a generation ago. Compulsory chapel is no longer in vogue. The sermon and regular Bible reading do not constitute the major religious emphasis. On a number of campuses attempts are being made, however, to strengthen the religious life of the student body. Among these are bringing to the faculties men and women of character and with definite religious convictions. It is safe to state that a larger proportion of teachers are manifestly religious than is the case in any other profession outside the ministry. A great spiritual soul in a laboratory may do more to lift youth to spiritual heights than listening to sermons every Sunday throughout four years of college. A professor of literature who is deeply religious may exert a wholesome influence over young men and women to a degree that could scarcely be reached by the

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most efficient Sunday school teacher. The artist who appreciates and lives the ideal of the great triumvirate of truth, beauty and goodness possesses infinite possibilities for the inspiring of youth to higher planes of thought and action. That is to say, a faculty may and does accomplish a great deal informally and aside from direct religious teaching as it is usually conceived. They stimulate students to develop their spiritual selves.

Institutions of higher learning are not content with this effective but casual religious influence. They are striving to cooperate with the churches and religious organizations of the campus-community. Student pastors are not merely accepted; they are sought after. Committees and councils are being formed, representing students, pastors and faculty for the purpose of awakening an interest in things of the spirit. Vespers, discussion groups, forums, religious emphasis weeks, gospel teams, speakers and countless other religious aids are being fostered by universities for the purpose of arousing youth to the tremendous significance of spiritual values.

Several institutions have founded schools of religion, others have organized departments, some have established courses in Bible, comparative religions, psychology of religion, and the like, all in an effort to make religion occupy a proper place in relation to the sum total of a university career. Religious leaders are looking to the institutions of higher learning for support and for future leaders.

The writer listened to a very able bishop of a well-established church admonish youth that their education was largely wasted unless they gave some time and thought to matters pertaining to the church and things of the spirit. He continued to state that it was from university students that he rightfully expected to obtain the support to carry on the work of his church. In other words, the universities are preparing the future leadership for the professions, for social and civic enterprises, and they are also expected to prepare the leaders of religious thought for tomorrow.

The administration and faculties of the universities are cognizant of the importance of religion in society. They know it is not only essential, in enabling the individual to be at home in the universe, but that a civilization cannot long endure that relegates spiritual values to the unthinking and unlettered. They realize that this age is greatly in need of some unifying principle, something to give direction and purpose to life. A materialistic mechanistic philosophy of life is not adequate. They are, therefore, giving thought and financial support to those agencies

and activities that have promise of developing a genuine religious consciousness on the part of the student.

Higher education has always had a religious objective. Its earliest mission was that of preparing men for the ministry. It has, however, greatly broadened this objective until today it is not so much concerned about preparing men for the pulpit as it is enabling each youth to live wholesomely with himself, his God and his fellow men.

The eternal quest of man to find the answers to such crucial questions as, What is the meaning of life? What is man's place in the scheme of the universe? What is man's relation to God? How can man be his brother's keeper? is going on now as it has gone on for a thousand years.

Educational leaders are aware of the potency of these quandaries. They realize that education is incomplete unless it assists the individual in discovering satisfying answers to these age-old questions.

Progress is being made in this direction so that no longer can the layman point to the state university as a Godless place.

When Johnnie Doesn't Pass

JAMES NEWELL EMERY
Pawtucket, Rhode Island

THERE'S a type of parent who doesn't visit school till the last two or three days of the school year. The parent who drops in and tries to inveigle the soft-hearted teacher or principal into promoting Johnny, or Mary, when the youngster clearly hasn't earned promotion, doesn't deserve it, and isn't ready to go on to the next grade.

Of course there is always the blusterer—the one who makes thinly veiled threats, and threats that are not always veiled—political influence and all that sort of thing. We'll meet those always—and maybe we'll have to handle them in a different fashion.

That type of parent is not quite so much concerned with what grade Johnnie is in as she is with the blow to her pride—a shock to her self esteem, because Johnnie is staying back.

That parent has not paid much attention to Johnnie's career during the school year. She has vaguely realized that under the column "probability of promotion" or whatever that is headed, there has been a question-mark or a "no" most of the year. But, she has consoled herself, that doesn't mean anything. Lots of teachers put that on the card during the earlier part of the year because they don't want the youngster to be too confident that he'll get through; or because they want to point out that he has improved from month to month during the year under their teaching.

With abrupt unpleasantness the parent realizes that that "no" or that question-mark does mean something. Miss Andrews is definitely going to keep Johnnie back. So she comes to school. She tries to plead Johnnie's case. It will break his heart to be kept back. She tries vamp tactics. And then she begins to try veiled threats. She doesn't see why she didn't know about this before—it's only a fortnight before the end of the year, and this is the first she knew about it. The teacher reminds her that on his quarterly report there was a question-mark, or a distinct "No." She shrugs her shoulders. "Why—I didn't suppose he'd really be kept back?"

She pleads for a trial. "Couldn't he—if he works hard during the next two weeks?" With some irony the teacher tries to point out that Johnny can hardly expect to accomplish in the final two weeks what he didn't do in the previous thirty-six—that his reformation and getting down to business is coming a little late in the year to do much good.

"Well, couldn't he go along on trial? We'll get some books—and see that he does the work every day. You can give him an examination in the fall—and if he doesn't pass then, we won't say a thing—"

Fair enough—apparently. But you know well enough that in ninety-nine cases out of one hundred the youngster who has neglected his work during the winter won't do much with it during those lush outdoor months of July and August, when the swimmin'-hole beckons and the breezes blow down the bay—that he'll turn to those pages with a whine and a half-hearted interest, rising to a sulky protest, while the gang waits outside for an informal game of catch or a hike in the woods. There will be a thousand things to distract his attention.

Then the parent begins to imply things. Her husband will be very much dissatisfied with this. He has a cousin down in the auditor's office at City Hall—and she'll take the case higher up. And so on—and so on.

It isn't any use to point out to that parent that both the teacher and the principal don't want to keep Johnnie back—it's the last thing they want to do. Interviews of this type are things to be avoided, rather than courted, if a teacher values her peace of mind. And every retarded youngster is something like a piece of spoiled factory work—the time is wasted, the

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job has to be done all over again, maybe the teacher can't even salvague the material. So retardation, except when absolutely necessary, isn't encouraged in any school system.

But it isn't fair to Johnnie to send him on to the next grade when he isn't ready for it. He'll flounder around, making a hopeless and soon discouraged attempt to do things that are beyond his comprehension. He doesn't know what they're all about. It may have seemed comparatively unimportant that he had difficulty in reading in his present grade—that his number work was good, his penmanship fair to average, his drawing excellent. But the teacher had to give him easy readers that were designed for two or three grades farther down—or even for beginners. Aside from that—

In heaven's name, if the boy can't read, how can he be expected to study the textbooks in geography, history or practically any schoolroom subject farther along? The mechanics of reading is the basis of anything in the way of learning. And if we shove Johnnie along because he is back in only one subject—which perhaps happens to be the most important of all in his case—we're being cruel rather than big-hearted.

Will it break Johnnie's heart to be kept back? Hearts don't smash up as easily as all that. Maybe Johnnie needs a jolt, to make him take this business seriously. Johnnie's going to come in for lots of heartbreaks in later life, when he won't have a doting parent to intercede for him, and smooth his way along.

▼

Take the case of Max D. Max has been in school only two days out of the past seven weeks. Max is bright enough—he has a fairly high I. Q. and does passable work when he attends classes—but now that spring days are here, he likes to spend most of the time on his bicycle, in hidden spots of the park, or around the race-track. Of course he is dodging the truant officer—in fact he's been doing it pretty successfully. Mrs. D. can't do anything with him. She's been sick—she has a pretty large family—Max is a big boy now, and is getting rather out of hand.

Well, Max is bright enough. He really ought to go into the next grade—but with Max's record of open defiance and flouting of authority and the work required—should we let him go ahead? Is it fair to the others—the sissies and goody-goodies, as Max calls them—who have put in their time and their work, and have honestly tried to meet the requirements, while Max goes ahead and has his good time regardless?

THE BEGINNING TEACHER

By RUTH C. FREY
Ottawa, Ohio

They are Just as Human as You Are

If your inward thinking leads to an overdevelopment of your ego so that you demand from your pupils blind and absolute obedience to you and to the ideas you promulgate, there is teaching failure ahead of you. True you may get what you aim at but the relative time for holding it will be short. It must be short as the same feeling that causes you to insist on elevation of yourself is ever present in each of the young lives before you and sooner or later one or many of them working together will take the upper hand and your sun will be set.

However, if your recognition of the divinity in all these youngsters makes you humble yourself for the advancement of each of them, your success as a teacher will be enduring. Each little human being, taking his pattern from you, will hope to work for the advantage of all and with such an ideal the results will be assured. If this seems too idealistic, review your own experience to see whether or not life satisfaction has not been stronger in you from your unselfish and wholehearted support of a group-good than from the individual advancement of selfish ends.

May I plead, then, for your constant recognition of the pupils before you as human beings with all the hopes, fears, possibilities of humans here on earth? Each day as you look them over say to yourself, "Here are fifty chances for promoting natural growth or for stunting what God intended." And when your own human traits tempt you to superimpose your will or your thinking upon them rather than draw out their best, pause long enough to decide whether the time saved by the first method balances with the man-material lost by the same procedure. This will keep you humble and in humility is your best hope while dealing with living, reasoning matter.

Does anyone succeed in this way one hundred percent of the time? Mercy, no; but it is a satisfaction to know that success comes at least as frequently as failure, and constant effort is bound to raise the ratio.

Vulnerability

While you were a student under someone else's tutelage, you were responsible to and for yourself, but as a teacher you become responsible for all those youngsters who come to you. Since this is true, you can injure and be injured in more places. Whatever happens to you, also happens to your pupils. You are happy; so are they. Gloom settles upon you and their lives are enshrouded. You practice optimism and they bloom out as optimists; you reverse your thinking and they outdo you in hopelessness. You risk a bit of foolishness which recoils upon the pupils and in turn through them comes back to you. They behave badly away from school and someone wonders what sort of school they go to.

We all are vulnerable in as many spots as we make contact. Then let us try to see that no smaller person is hurt through our actions; and let us try to be big enough to stand the pain that comes to us because of our extended vulnerability.

"Teacher Said So"

When you realize how heavily your pupils bank on what you say, you see the need for being equipped with a fund of information as large as possible—not information only, but interpretation, appreciation, character, and firm beliefs and convictions. You are a god to these little ones and a pattern to the larger ones. Don't fail them in either capacity.

May Teachers Disturb Pupils?

As a teacher in a study hall, please don't be the disturbing influence. If pupils must be careful of their actions for fear of disturbing their classmates, surely the teacher is under the same obligation. Sauce for the goose?

Specialists

Are you so much a specialist that you have no interest in children's interests? Jane brings you a spider, but you are a history teacher so you express only repugnance, little thinking what you teach by your manner. You say you know nothing of biology. Maybe Jane does. Couldn't she teach you?

Where are we going in this age of specialization, anyway? So far on our own lines that nobody is responsible for unifying the work of the school—nobody is responsible for helping a pupil to round out his life?

Vocabulary

Experience, age, education all broaden your understanding so that you find it difficult to recognize your own growth. Hence you often speak a language which your pupils may not understand. No one can measure his own vocabulary expansion. Thus he does not realize that words casual to him are strange to the young folk he is attempting to teach. The gulf becomes wider as time passes. To illustrate, it had been my habit to advise a class to take a block of work "in toto." This particular class was made up of about fifty percent language students, but when, as seniors, this group came upon foreign phrases to translate, no one of them made a correct selection for my Latin phrase. Stupid, they for not asking! Stupid, I for not checking!

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Guidance Should Be Friendly

"Does every boy and girl feel that there is at least one person on the faculty who knows him intimately and whose interest will be an anchor to him in times of stress?"

THIS significant question was asked by Dr. W. W. Charters in an editorial in the December 20, 1939 number of the Educational Research Bulletin of the College of Education, Ohio State University.

An affirmative answer to that question is a prerequisite for a worthwhile guidance program. There can be no proper guidance of pupils unless the pupils know that their problems will receive sympathetic consideration. In order to have effective guidance the pupils must understand that they will be treated as personalities.

In order to function effectively educational guidance must have an organized set up. There must be organization and leadership in the school but neither a director of guidance nor a council can carry on an adequate program of guidance. The home room teacher has an important part in a successful guidance program for the formality and tradition that all too often in our secondary schools cast a shadow over and obscure the purpose of guidance.

The purpose of guidance is to provide for the welfare of the pupils, and no other consideration should be allowed to interfere with that purpose. No one has any right to have anything to do with guidance unless he has a genuine friendly interest in boys and girls.

Guidance must concern itself more with the prevention of failures. Remedial measures are necessary in many cases but proper preventive measures will result in fewer failures. One of the important outcomes of guidance is to provide for every pupil the certainty of a realization of successful accomplishment. To send boys and girls out from the school equipped with a capacity to succeed rather than burdened with a tendency to fail—that is a purpose of guidance. The realization of personal accomplishment is of the utmost importance in education. Every adult, whether teacher or not, feels the glow and lifting power that come from personal achievement and from the recognition of that achievement by others. But we teachers are too prone to set for the dull pupil and for the slow pupil standards of achievement so high that they cannot attain a satisfaction in achievement. We are stingy with our praise.

Treat all pupils, the brightest and the dullest, as personalities. Be friendly. Gain their confidence through an honest desire to know them and to help them. And this will be found to be a large and important part of guidance, just as it is an important part of teaching.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

We Neglect Spelling

Employers today are complaining that high school graduates cannot read well, cannot write a letter, cannot use good English and, above all, are unable to spell satisfactorily.

This is a direct challenge to the schools. Administrators should meet the issue squarely and not side step by contending: (1) our students spell as well as students spelled fifty years ago; (2) our students spell well enough; (3) children of this age do not need to spell—they can use a dictionary.

Social training, training in cooperation, citizenship and healthful living are important—but so also is spelling. We must not permit the social activities to crowd out the tool activities or the individual, his employer and society will sufler.

Teach spelling every day—create spelling consciousness—create rivalry between boys and girls, different rooms and different buildings of the city or county. The children will like it—and the parents will thank you.

Today the United States is beset with a danger greater than any that this nation has faced in the past. This is a war not only against our armed forces but against the whole people. The war will be won and our armed forces will print on the pages of history a record of heroic deeds and devotion to country—in many cases including the supreme sacrifice. But the war will not be won by our armed forces alone. It will be won by the combined efforts of a united nation composed of forty-eight United States and thousands of united communities.

This war is your war and my war as individuals. The duty and responsibility, and the privilege, of contributing the full measure of our abilities in this cause rest upon every one of us. Nothing that will add to the total war effort is too small for any of us to do. In his BIOGRAPHY OF A HIGH SCHOOL (p. 251) Dr. Wetzel says, "Civic interests, civic attitudes, civic responsibilities are the concern of all the teachers." That statement is true in times of peace. It is doubly true in these days of our country's greatest need. There

is no such thing as being too busy with our every day affairs to give our whole hearted assistance to National Defense and National Offense. Nothing else in our individual lives, nor in the life of the nation is so important now as our individual and national war efforts.

Let us see to it that none of us leave undone those things which we ought to do in this, the nation's hour of peril.

▼

Mental Hygiene with Reservation

Mental hygiene has made valuable contributions to education. Among them are: the importance of each child's maintaining his self-respect; how to help each individual maintain faith in himself; how to develop honesty; a healthy attitude towards work and faith in one's fellows.

At the same time, mental hygiene confounds methods in education partly because of over-zealousness on the part of those who teach it and partly because of misunderstanding on the part of those who study it. A few erroneous notions follow: the child should never fail; children should not receive report cards with marks because marks might cause disappointment; children should never be disappointed; children should not be subjected to firm discipline; develop initiative through permitting children to do and speak as they please.

This little story seems to apply. A mother took her six year old son into the play room of one of the large department stores—he mounted a spirited looking hobby horse—when it was time to leave nobody (mother, nurse or attendant) could make him get off the horse—in desperation the mother sent for a psychiatrist—he calmly went over to the boy, whispered a few words and the boy dismounted immediately. When they reached the street the mother took her son to one side and said, "What did the psychiatrist say to you?" The boy replied, "The man said, 'If you don't get down off that horse I'll knock your damn block off.'"

All in the Day's Work

EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Teacher May Guide Awry

I have been interested in recent articles in THE JOURNAL OF EDUCATION on the subject of Guidance. The consensus seems to be that the home room teacher is the key person in this work.

With such an opinion I am in general agreement. In the matter of advising students about what courses to take, however, the home room teacher has one handicap which I think should be recognized. She is almost invariably a classroom teacher. As such she naturally has some bias in favor of her own subjects. For instance, we have an excellent Latin teacher who is most enthusiastic about the value of this language. I think that it would be too much for me to expect this young woman to give a boy who had had two years in her classes impartial advice on whether he should take Latin as a junior or change to Chemistry, a subject of which she knows but little. If he were a bright, ambitious student she would try to hang onto him.

Guidance in regard to courses to be taken should be in the hands of one who has a detached attitude regarding any particular subject. Except in large high schools much of this work naturally falls upon the principal.

▼

Grand Ball Goes Formal

The students comprising the executive committee of our 51st Annual Chizzle Wizzle Fair made the central theme patriotic and adopted simplicity and economy for their watchwords. At the Grand Ball—the big social event of the school year—informality prevailed. The boys and girls of our high schools and colleges are taking this war seriously.

Our Skating Rink

Our skating rink has just completed its nineteenth season. In spite of the fact that there have appeared in different parts of the city three other rinks, ours has been successful financially. We sold about four hundred season tickets and our individual admissions brought our receipts to over one thousand dollars. This money will pay all expenses for maintaining an acre and a half of ice, which includes a hockey rink and space for general skating.

Our experience has been that it is better to make a small charge for the benefits of a project like this. (We give the needy a chance to earn their admission.) This means money enough to have suitable accommodations and good standards. When everything is free the lack of funds is apt to result in a general laxity.

▼

Teacher Idealized

A little boy said at the dinner table, "My teacher is perfect." When he was asked what being perfect means, he replied, "It means all right in every way."

As was indicated repeatedly in the February JOURNAL OF EDUCATION no teacher is ideal, let alone perfect. Many young hero worshipers, however, idealize their teachers to the point of perfection. What an inspiration to teachers to try to be worthy!

▼

Talk This Over

Professor Judson R. Butler of Boston University in an address to our students gave a new definition for teacher. He said, "A teacher is a person who is willing to work for a small salary for the sake of having a job where he can talk all he wishes."

The News Digest
OF EDUCATION IN ACTION

High Grades Don't Mean Big Income

NEW YORK.—High marks in college do not indicate high salaries or advancement in later life, according to a ten-year analysis in the Thirty-sixth Annual Report of the Carnegie Foundation for the Advancement of Teaching.

Dr. Walter A. Jessup, president of the Carnegie Foundation for the Advancement of Teaching, reported the colleges were accommodating themselves to wartime demand for intensive training in engineering specialties through the utilization of almost every available laboratory at schools of secondary as well as college level, although the government has at the same time taken many of the faculty experts into federal service.

In view of the great number of students whose college courses will be interrupted by the war and who will be readmitted for shorter courses as they straggle back after peace, Dr. Jessup said, "we must be prepared to see the American four-year college course ultimately telescoped to three years for all admitted students."

Board Agrees On Nominating Powers

BOSTON.—Boston's school controversy over whether teaching appointments shall be dictated by politicians on the Boston School Committee or determined by the Superintendent of Schools suspended with the Committee asserting it would "not invade" the authority of Supt. Arthur L. Gould.

Asks Ban Be Lifted On Teaching Wives

AUGUSTA, ME.—State Education Commissioner Harry V. Gilson has asked Maine municipalities prohibiting married women from teaching to relax the restriction because of a statewide teacher shortage.

He said that male teachers going into military service or relinquishing their schoolroom jobs to accept industrial defense employment for larger pay, and women teachers leaving for more lucrative positions in other states had brought about a serious situation in many communities.

JUNIOR COLLEGE ENROLLMENTS HAVE DOUBLED IN PAST FIVE YEARS

CLEVELAND, O.—Despite the war and increased employment opportunities, the junior colleges of this country, modifying their programs to meet the emergency problems, are experiencing the greatest enrollment in the history of American education. This year 267,406 students are attending the two-year colleges, a growth of 13 per cent over last year. In the last five years the junior college population has doubled.

This increase is all the more significant as the older four-year colleges and universities are suffering a sharp drop in enrollment. Officials of the American Association of Junior Colleges indicated that the two-year institutions have started to gear their work to the war needs. Scores of new courses, dealing with every phase of national defense, have been introduced and are proving popular.

In the last decade the junior colleges made a phenomenal gain in this country. Although for a time most of the two-year colleges were found in the West, now they are located in almost every section of the United States. Usually the Associate in Arts degree is granted at the end of two years, although in many instances the students transfer to senior colleges for the regular baccalaureate offering.

The typical junior college student is graduated before he is 20 years of age, Dr. Walter C. Eells, executive secretary of the association explained, in citing one reason for the current popularity of these institutions. Today, many of the terminal courses fit the students for work in either the armed services or in defense industries.

Falmouth Rejects Teachers' Pay Raise

FALMOUTH, MASS.—Falmouth voters in town meeting recently rejected a proposal to increase teachers' salaries, appropriating only $123,901, approximately the same as last year, for the salary item in the school budget.

Changes Follow Death Of W. B. Jack

AUGUSTA, ME. — Principal Earl Hutchinson, 36, of Brewer High School, a native of Lynn, Mass., and graduate of the University of Vermont, was named Maine's secondary education director to succeed Harry C. Lyseth, Augusta, resigned.

Lyseth will assume new duties as Portland's superintendent of schools, filling a vacancy caused by the death of William B. Jack.

Instruction In Religion Urged

CHICAGO.—Religious education in all of the nation's public schools, not merely as a so-called "release-time" project, but as a part of the regular school curriculum, was urged by both laymen and educators before the quadrennial convention of the International Council of Religious Education.

Several convention speakers, asserting that the doctrine of separation of church and state had been overemphasized or misinterpreted to exclude religious teaching from the public schools, recommended the expansion of such instruction as a means of saving America's democratic and cultural heritage.

PROGRESSIVE EDUCATION GROUP CALLS FOR MORE PROGRESSIVISM

LOS ANGELES.—"Progressive" principles underlying the Progressive Education Association must be even more progressive in wartime in order to reach a major Association objective: to teach persons "to live effectively."

This was a main impression gained by hundreds of school teachers and administrators who attended the Association's recent "Western National Conference" here.

While every school system, conventional or progressive, must bend unprecedented effort to meet the demand for skilled and semi-skilled labor, wartime in no way must impede modernization of the three R's, the P. E. A.'s long-range project, declared Dr. Grayson N. Kefauver, dean of education at Stanford University and chairman of the conference.

While warning that the war's preoccupations actually threaten delay to remolding of educational methods, Dr. Kefauver and others held that continuation of progressive education is particularly justified by results just announced for the eight-year experiment in some 30 high schools preparing students for college.

In that experiment, it was recalled, boys and girls educated under the more liberal or less restrictive high school courses under P. E. A. guidance surpassed those educated conventionally in every department except foreign languages and in the number of students put on probation.

As defined by Dr. Kefauver, progressive education has no formula or pattern, he said, "it will lose its pioneering nature and its just claim to the label 'progressive.'"

Further, he emphasized, good results under progressive education are being obtained through its cardinal point of individual treatment to different types of students.

Frederick A. Rice Heads Ginn and Company

BOSTON.—Frederick A. Rice, a director, and manager of the San Francisco office of Ginn and Company, was recently elected President of the company. Mr. E. K. Robinson was re-elected Treasurer and Mr. E. N. Stevens, Clerk and Secretary.

Mr. Rice as President succeeds Henry H. Hilton who in his fifty-two years with the organization has played a leading part in the company's affairs. Mr. Hilton has been President since the incorporation of Ginn and Company in 1939. He will remain active in the company as Chairman of the Board.

Mr. Rice joined the staff of Ginn and Company's San Francisco office in 1912. In 1937 he was admitted to partnership in Ginn and Company. He plans to move his residence from Berkeley, California, to Boston or its vicinity.

Mr. Rice becomes president in the year when Ginn and Company, founded in 1867 by Edwin Ginn, is celebrating its seventy-fifth anniversary. Starting with a small list of titles and modest quarters, Ginn and Company has grown, until today its list embraces more than three thousand titles and the organization has offices located at seven key points in the United States as well as in London, Toronto, and, until recently, Manila.

Says Colleges Fail To Train Leaders

SAN FRANCISCO.—American colleges were accused by Brig. Gen. William C. Rose, assistant to the Adjutant General of the War Department, of paying as a rule no more than "lip service" to the ideal of leadership training.

In a paper read for him by Brig. Gen. Benjamin C. Lockwood at a session of the Council of Guidance and Personnel Associations, General Rose said that the portion of potential leaders needed by the Army was about "one in four."

"The secondary schools and colleges of the country," he went on, "are perhaps doing all they can to develop proficiency in the art of leadership but I doubt it.

"Perhaps it is the function of the college to train scholars, thinkers, research workers, writers and scientists, leaving to the hard school of experience all responsibility for training in the art of supervising, training and directing the work of others."

A High in Latin American Students

WASHINGTON.—In keeping with the spirit of the Good Neighbor policy, a record number of South American scholars and students are studying in American educational institutions this year. As never before, a powerful cultural program has been established that is expected to draw the people of both continents closer together.

This cultural flow is not one-sided, however. American educators are now beginning to "discover" Brazil, Venezuela, Chile, Argentina, Costa Rica and the other Latin-American republics. Because the war makes European travel impossible, American students and teachers, in increasing numbers, are heading southward.

A year ago 1,400 men and women, from twenty South American countries, were attending our schools and colleges, our institutes and universities. Today that number is almost doubled. Nearly 2,400 educators, research men, students and experts in one field or another, from every country to the south of us, are learning American methods, traditions and ideals.

Athletic Program Held a Model

CONWAY, ARK.—Any college looking for a way to remold its athletic program because Uncle Sam is getting its fleetest and brawniest can take a few pointers from little Hendrix College, which de-emphasized intercollegiate sports experimentally a year ago.

With an enlarged intramural program, this Methodist institution of some 500 enrollment has increased student participation in sports from 52 to 93 per cent for men and from 30 to 86 per cent for women, while its sports deficit reached no more than the usual $200 a year.

And, war or no war, Athletic Director Ivan H. Grove believes the de-emphasis program was coming anyhow for the smaller colleges.

Head and Hands In New Education

BOSTON.—Secondary education of the future must include not only academic training, but vocational work as well, Dr. Richard M. Gummere, Director of the Committee on Admission at Harvard, told members of the twenty-third annual conference of the National Assoriation of Principals of Schools for Girls.

Dr. Gunmere stressed the need of maintaining the cultural traditions of the past while adapting the present educational system to modern conditions.

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Wants Special Aid For Higher Students

WASHINGTON.—A suggestion that the Government as a wartime measure select high school youths of unusual talents and finance their education in institutions of higher learning was made by a commission of the National Education Association.

"It is not to be forgotten that it was the work of a group of young university physicists that gave the RAF technical air superiority to prevent a German invasion of Britain in 1940," said a report from the Association's educational policies commission.

The Commission proposed that 10 per cent of youths 17 to 19 be selected for a special category. They would be chosen for sound physique, intellectual promise in scientific lines, general ability and leadership, or characteristics likely to make a good pilot or flying officer.

Arizona Students Ask for Realism

TUCSON, ARIZ.—University of Arizona professors "keep teaching petty details" in the midst of a war emergency, the Wildcat, student publication, said editorially.

"Professors must use their experience and understanding to prepare students to live in a world totally different from their fathers," the article said.

"We often wish there was less brilliance and more reason among the faculty . . . Students are crying for concepts, not little technicalities . . . and it is often the lesser lights (on the faculty) without spectacular scholastic records and a flock of initials after their names who really teach the students something about living . . ."

Indians Seek Further Education

WASHINGTON.—The Indians have been referred to as a "vanishing race," but according to the latest information of the Indian Service, the Indians are no longer vanishing nor are they lacking in education. The Indian census of 1930 showed 270,000 and the Indian population increased by over 90,000 to 316,816 in 1940.

Observers close to Indian affairs have attributed this rather startling increase in numbers to the benefits of education derived by the growing generation. A greatly increased number of Indian students have received diplomas from advanced schools.

The growing (American) Indian empire is composed of two hundred tribes with huge acreages in twenty-four states. In recent years, the Indian race has contributed to society such men as humorist Will Rogers; Charles Curtis, former Vice-President of the United States; Zane Grey, novelist; Acee Blue Eagle, artist, and Jim Thorpe, Olympic champion. There were 12,000 Indian volunteers during the First World War.

Student Funds Hit By Speed-up Plan

ROCHESTER, N.Y.—Success of the speed-up war curriculum adopted by colleges and universities throughout the country will be disappointing unless ways are found to help students meet the costs of year-round education, President Alan Valentine of the University of Rochester declared recently as he studied a faculty report which shows that 400 to 500 Rochester undergraduates who wish to attend one or both of the special Summer terms need financial assistance.

RHODE ISLAND SCHOOL SURVEY PICKS FLAWS, OFFERS REMEDIES

PROVIDENCE, R. I.—An indictment of the school systems in Rhode Island's cities and towns was submitted to Gov. J. Howard McGrath by the Commission on the Legal Structure of Rhode Island Public Education.

The Commission, which was formed in July, 1940, and has devoted nearly 18 months to a study of schools in the State's communities, included a long list of criticisms and an equally long list of recommendations in its 259-page report. Teachers' salaries were found too low in many instances; the system of giving preference to home-town girls as teachers was attacked; steps were recommended to divorce school boards completely from the sphere of partisan politics.

One section of the report charged that seven of the school systems surveyed were operating with archaic methods and had hardly been touched by the "revolutionary discoveries" in education. The seven communities were not named.

To free school systems from politics, the report urged that each school board consist of seven members serving seven-year terms on an overlapping basis. Nomination should be by petition, as it is in Providence, and should not be a matter of political caucus "as it is in most Rhode Island communities today," the Commission reported.

On the matter of giving teacher applicants from the home town preference, a widespread practice in Rhode Isiand since the depression, the Commission found that "this does not make for the best educational results." It suggested the pendulum be swung the other way to give preference to out-of-town applicants who had experience elsewhere.

George L. Buck

NEWARK, N.J. — Silver Burdett Company, textbook publishers of New York, Chicago, and San Francisco, have announced the passing of their President and Treasurer, George L. Buck, on February 5. He had just completed thirty-nine years of service with the Company.

Mr. Buck became connected with the Chicago office of Silver Burdett Company in 1903. In 1919 he was transferred to the Boston office. In 1920 he was elected to the Board of Directors and to the office of First Vice President in March, 1921. In 1922 he was transferred to the Newark office of the Company, which at that time was the home office. Following the retirement of Albert Carr, in 1925, Mr. Buck was elected Treasurer. Following the death of Haviland Stevenson, he succeeded to the presidency, in 1928. He remained as President and Treasurer until his death.

In 1933, he was elected Secretary of the National Textbook Publishers Council, which represented more than 90% of the industry. He worked earnestly for higher standards in textbook production and in educational achievement.

Mr. Buck was born at Sugar Hill, New York, September 4, 1877.

N. H. School Burns, 3 R's March On

WEST DEERING, N.H.—School will keep here despite a fire that destroyed the schoolhouse.

Parents of the eight children in the school, taught by Mrs. Nelson Davison, decided they would act when officials suggested the boys and girls be transported to Hillsboro by bus for classes.

Over one week-end they repaired and painted a small cottage, rented temporarily, and then the quarters were ready for use.

Six Extra Weeks At Boston University

In addition to the regular University Summer Session, extending from July 6 to August 15, Boston University will hold an Intersession of six weeks from May 25 to July 3. This Session is especially for regular students who may wish to accelerate their programs, although special students may be admitted. The standard four-year college program may be completed in three years by attendance during the regular year plus two 12-week Summer Terms (Intersession and Summer Session).

Liberalized College Entrance Favored

ATLANTIC CITY, N.J.—Progressive educators await academic reaction to their latest and most potent claim for public acceptance of their liberal methods of teaching, advanced as the climax of the National Conference of the Eastern Section, Progressive Education Association, held here.

Upon the stanchion of the findings of the controversial "Eight year study," which has been termed "An Experiment in American Education," the educators, teachers, and school administrators assembled for conference, without one dissenting voice, urged all colleges and universities to abandon specific high school or preparatory school studies as a basis for college entrance.

A resolution to that effect, adopted unanimously by the body at the closing session was the only official action taken at the conference.

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through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

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CONNECTICUT SECONDARY SCHOOLS UNDERGO VOLUNTARY CHECK-UP

HARTFORD, CONN.—Connecticut's principals and teachers can take classroom criticism as well as give it. In the last 2½ years more than 1,000 teachers have taken time off from their regular jobs and gone to school; not to teach or study but to evaluate the entire educational set-up in seventy-five secondary schools throughout the state.

Evaluating a school, from personnel to content of courses, involves criticism as well as praise, but so far informality and the impersonal touch have been the keynote and criticism generally has been accepted gracefully by principals and teachers.

The evaluating committee work was started in April, 1939, under the direction of the State Department of Education. Under this program, teachers from various schools in the state visit a secondary school as a committee and take stock of school personnel, school plant, administration and content of courses. All the schools evaluated were examined at their own request by the independent, non-partisan evaluating committee.

When a two-day inventory of a secondary school is taken, each teacher is "put on the spot" as his methods of presentation and the content of his courses are observed and evaluated by the committee. The cooperative spirit between teachers and evaluators that has been general, however, is believed to be a result of the fact that schools are not under obligation to accept recommendations of evaluating committees. Nevertheless, as a rule, the schools do accept at least part of and sometimes all the recommendations for improvements and changes.

Teacher 50 Years Quits to Go to School

HAVERHILL, MASS.—After being a teacher for 50 years, Miss Josephine L. Sanborn, history and French instructor at Haverhill High School, recently retired to become a pupil.

She plans to reverse her program for the past half century and start learning about things she never had time for before. She will study first-aid, painting and knitting, she said.

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1942

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Teaching Balance In Defense Sought

AUGUSTA, MAINE.—Two types of defense must now engage the attention of schools. Each type is closely related to the other; both are vital home-front defenses. One is academic; the other almost wholly physical.

The former refers to the academic and vocational preparation of our youths, the latter relates to civilian defense, Harry V. Gilson, Maine's Commissioner of Education, points out.

Commissioner Gilson warns that it would be a serious mistake to neglect one while going all-out on the other and recalls experience in World War 1 when inflated living costs compelled many competent but low-paid teachers to seek employment in other fields.

It is a fact that already Maine is having difficulties in the educational field because of a shortage of teachers, believed largely due to prevailing low salaries and much more remunerative jobs opening up in the defense field. This chortage of teachers is growing more and more acute especially in the elementary and vocational education fields.

Leaders for Army Needed from Schools

SAN FRANCISCO.—What the Army needs most from education today is young men who are leaders—corporals and sergeants who can instruct small groups of men, look out for their welfare, supervise them, obtain their willing and cheerful obedience and cooperation.

This is the need listed as most urgent by Brig. Gen. William G. Rose, assistant to the Adjutant General, War Department, in a speech read by Brig. Gen. Benjamin C. Lockwood, 37th Brigade of the 35th Division, to the delegates attending the Council of Guidance and Personnel Associations in four-day convention here.

Three major needs of the Army were pointed to by General Rose: A need (1) of educated young men; (2) of men in the ranks who can lead others; (3) of technicians and occupational specialists to meet the extreme shortages in certain fields. But greatest of there is the need for leaders, and educated men are not necessarily leaders, he declared.

Thus schools and colleges were urged to give more attention to training young persons for this kind of leadership as part of their regular work, rather than leaving this training as at present to be gained almost by chance in extra-curricular activities.

Teachers Need Practical Skills

NEW YORK.—The war has created a great demand for women high school teachers trained in practical skills as well as in academic subjects, according to Dr. Philip R. V. Curoe, who supervises the teacher-training program at Hunter College as head of the education department there.

Pointing out that opportunities for secondary school teachers of physical education, home ecenomics, industrial arts, and trades have increased since 1941, he advises student-teachers to acquire pre-service training in vocational instead of academic high schools. He also emphasized the specific need for women teachers in secondary schools since the demand for them reached a new high in 1941 with the departure of many male instructors for military service.

Important Meetings

MARCH

13-14 — The Eighteenth Annual Junior-High-School Conerence of The School of Education, New York University at the University.

16-21 — National Hobby Week.

19-20-21 — Progressive Education Association, Kansas City, Missouri.

19-20-21 — Five-State Conferenece, Rural Life and Education, Iowa State Teachers College, Cedar Falls.

APRIL

1-4—Eastern Commercial Teachers Association. Baltimore, Md. Miss Sadie L. Ziegler, Rider College, Trenton, N. J., President.

6-10—Association for Childhood Education. Buffalo, N. Y.

8-10 — Inland Empire Education Association, Spokane, Washington.

15-18—American Association for Health, Physical Education, and Recreation in joint meeting with Southern District Association. Hotel Roosevelt, New Orleans, La.

MAY

1-2—American Council on Education; annual meeting, Washington, D.C.

18-20 — National University Extension Association; annual meeting. State College, Penna.

JUNE

22-27 — American Library Association; 64th Annual Conference. Milwaukee.

28-July 2—National Education Association. Denver, Colorado.

JULY

6-17 — NEA Department of Elementary School Principals; 6th annual conference. University of Colorado, Boulder.

8-10—World Federation of Education Associations, Montreal, Canada.

OCTOBER

2-3 — Pennsylvania Speech Association, Fourth Annual Conference. Harrisburg.

Grins Between Grinds

WHOLLY OCCUPIED

"Hello, Paul, aren't you coming out to play this afternoon?"

"No, I've got to stay at home and help father with my homework."

* * *

COURAGE

A meek little man spoke up at his club one day and said, "No man living would dare to call me henpecked."

An amused clubman asked him why not.

"Because," said the little man, "I'd tell my wife on him!"

* * *

AT LEAST

Teacher: Name two characteristics of a good judge.

Pupil: He should be able to read and write.

* * *

WATCHFUL WAITING

Two Nazi aviators met in Paris after a considerable interval.

Said the first: "And what are you doing here, Hans?"

"Oh," replied the other Luftwaffer, "I sit on the Eiffel Tower with a pair of powerful binoculars trained on London—ready to report when they raise the white flag."

"Ah," said the other commiseratingly, "that's a terrible job for a flyer."

"Yes, I know," admitted his friend, "but it's permanent."

* * *

LICKETY SPLIT

Mother: "Dear, dear! So you've broken off a tooth. How did it happen?"

Child: "Oh, I was shifting gears on a lollypop."

* * *

WHO KNOWS?

Teacher: "Can anyone tell me what a ground hog is?"

Voice from the back row: "I know. It's a sausage."

* * *

SNEEZES TO YOU

Miss Blake had repeatedly asked her third-graders to bring in some goldenrod from the fields near the school, and no one had yet done so. Finally one child came with a small handful and while Miss Blake praised her and spoke enthusiastically of the bright blossoms, one of the other youngsters piped up:

"Oh, was that what you meant by 'goldenrod'? Our teacher last year called that stuff 'hay fever'."

Meet These New Books

Principles and Practices of Teaching in Secondary Schools

Since the teacher's main job is to teach, it might not be amiss for every member of the profession to read each year a few books in the field of education.

For such reading this substantial volume by the Director of Teacher Training in the School of Education in the University of South Dakota would be an admirable choice. The same fundamental problems of teaching which confront a teacher in the secondary school face those who are doing their work in other divisions of our educational system. It would be hard to imagine anybody at all interested in education not finding this book rewarding reading. It is not, however, primarily prepared for the general reader. It is designed to serve as a textbook for students in training and for this use it is admirably adapted.

The work contains five units and over seven hundred pages. Unit IV, which is entitled "Methods of Planning and Organizing Classroom Activities," is an unusually practical and inspiring piece of writing. We have here a book which directly ties up with the real business of teaching.

PRINCIPLES AND PRACTICES OF TEACHING IN SECONDARY SCHOOLS. By Thomas M. Risk.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Theory and Practice in the Elementary School

If conservatives and progressives could say what they really mean, we should find them not half so far apart as they appear to be. The teacher does not need to be entirely progressive or entirely conservative to be successful or to achieve a satisfactory mental adjustment.

This point is expressed on many pages of Professor Saucier's book, "Theory and Practice in the Elementary School," recently published. The author is progressive in his leanings but he has not lost his balance. He is to be credited with a superb exposition of the principles and approaches employed today by many successful teachers — teachers who strive with no more zeal but perhaps with better techniques than good teachers of the past. The secret is and always has been that of enlisting the child's joyous participation in the learning business. To make learning thus voluntary and active calls for an interweaving of selected growth material with the child's experience and existing or potential interests. This the newer education at its best does well and wisely.

Every prospective teacher might well familiarize herself with such a helpful study of her task before she comes to grips with it.

THEORY AND PRACTICE IN THE ELEMENTARY SCHOOL. By W. A. Saucier.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

The American Way

"Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as *Freedom* should not be highly rated."

These words of Thomas Paine are chosen at random from the new and patriotic little volume, "The American Way," by Southworth and Southworth. Here are to be found dozens of inspiring passages from leaders of American thought in every national crisis. Addresses, declarations, poems and songs that have sprung from the hearts of freedom-loving citizens resound through the pages of this book. Backgrounds and settings are supplied in plain, meaningful language. The reader, whether he be ten, or seventy, cannot but be stirred with the ringing sincerity in every line on every page. How this country has come down to us as a treasure house of liberty, and by what sacrifices we must strive to hand on to our successors that heritage undimmed and undiminished—the facts are given in all their essentials for every one to read. The timespan is from the Mayflower Compact to President Roosevelt's address to Congress after Pearl Harbor.

THE AMERICAN WAY. Gertrude Van Duyn Southworth and John Van Duyn Southworth. — New York, Chicago, Atlanta, Dallas: Iroquois Publishing Company, Inc.

Engine Whistles

Two new titles, "Engine Whistles" and "Runaway Home" now supply upper rungs of the popular "Alice and Jerry" series of reading texts for primary and intermediate grades. The two latest volumes are for fifth and sixth grades respectively, and they possess the same charm of appearance, pictures and literary structure that was manifest in the previously published readers of this group.

Glance, for example, at "Engine Whistles." Here one meets an interesting lad whose interesting experiences are told in a way to win and hold attention, but with ulterior design to acquaint the young reader with many objects, customs and ideas unknown to the modern youngster unless he has a parent or grandparent with a gift for when-I-was-a-kid reminiscences. How the pupil can be led to learn so much about the life of his immediate forebears while constantly acquiring more mastery of reading is a question that the author answers by simply doing it.

ENGINE WHISTLES by Mabel O'Donnell; RUNAWAY HOME by Elizabeth Coatsworth.—New York City, Evanston, Ill., San Francisco: Row, Peterson and Company.

Using Dollars and Sense

Far too little place has yet been given in school curricula to the study of personal economics—in particular, the problems of the consumer. This may be due to uncertainty as to whose job it is to teach this subject. It seems to be a case of everybody's business. There has been a dearth of good texts, also.

In the circumstances, the appearance of "Using Dollars and Sense" brings hope. It proves upon examination to be a well organized, clearly written manual for high school students. It covers all the essential phases of the consumer's problem of living as comfortably as he can within the income he receives. Household budgeting and accounting are treated in early chapters. Other topics include renting or buying a house, figuring the interest on instalment purchases, determining the sum one should put aside, weighing the different types of life insurance, and knowing where to obtain reliable informa-